

Executive Summary

The Mary M. Knight School District Board of Directors is formulating new policies designed to focus the district's attention on student achievement results. The board will establish Ends policies that clearly delineate what students should know, understand, and be able to do upon exiting our schools. The board will also designate performance goals for schools and the district to work toward. These goals will be stated in terms of increased student achievement.

The board's policies fall into four categories:

1. **Ends** – What the Mary M. Knight School District graduates should know, understand, and be able to do.

2. **Executive Limitations** - Executive Limitations define the framework within which the superintendent and staff are to work. The superintendent is expected to devote her/his time to moving the district toward accomplishment of the End Results policies. S/he is authorized to make decisions and take actions within the framework provided by the board.

3. **Board/Superintendent Relations** – These policies clarify the relationship between the board and the superintendent. The board delegates the day-to-day operations of the school district to the superintendent. The superintendent will be held accountable for leading the district's personnel in moving toward accomplishment of the board's identified End Results while at the same time working within the framework established by the board. The board will monitor the district's compliance with various policies throughout each year.

4. **Governance Process** - How the board will conduct its business. Specifically, the Governance Process policies call on the board to focus on strategic leadership, establishing vision and specifying desired results, rather than on administrative detail.

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Policy Type: ENDS

The Vision and Mission of the Mary M. Knight School

E 1

Mission: Our mission at MMK is to ensure that all students have the knowledge, skills, confidence and motivation to be successful citizens.

Vision: We are a community of learners and leaders united to enrich the lives of all our students.

Adopted:

Monitoring Method: Internal Report

Monitoring Frequency: Annually in the month of May

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Policy Type: ENDS

Academic Competence

E-2

The Board recognizes without any doubt that our vision statement, which includes the words, "preparation to be a successful participant in family and civic life" both directly and indirectly encompasses the need for excellent academic achievement by all students. Therefore, the Board establishes this ENDS standard of academic competence: All Mary M. Knight students meet or exceed high academic standards by acquiring the knowledge and skills essential for success in post-secondary education, the world of work, and citizenship.

1. District Standards. The Board establishes the following three standards by which academic progress (in subjects for which standardized test and other data are available) is to be measured:

S1. Student achievement in the district will exceed that of Washington State and the nation as measured by standardized test and other available data. This standard specifically includes all standardized state and federally-mandated testing data, as well as standardized college entry tests such as the SAT and ACT.

S2. The district will make yearly progress toward eliminating the achievement gap of disparate performance among identified student sub-groups; further, identified student sub-groups will outperform their peers when measures that yield standardized disaggregated data are implemented.

S3. The grade level cohorts within the district will make continuous progress over time and when compared to their state peers on all available measures and indicators, including percent passing, percent passing all parts of the assessment and the improvement of performance of each quartile.

2. The Board intends the three district standards to be applied to the following indicators:

- a. On-time graduation rates (S1, S2 & S3).
- b. Attendance (S1, S2 & S3)

3. The Board specifically intends the above three standards to be applied to the following subjects:

- a. Reading.
- b. Writing.
- c. Mathematics.
- d. Science.

4. The Board intends the district to make progress toward the state's essential academic learning requirements in the following two areas not measured by state mandated tests:

- a. Social studies.
- b. The arts.

5. The Board intends high levels of participation, test-taking, and passing rates for Advanced Placement courses.

6. The board endorses the use of Common Core Standards throughout the MMK curriculum.

Adopted: April 27, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in October

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Policy Type: Ends

Strength of Character and Contributing Citizens

E-3

The board recognizes that in their vision statement the requirement for all students to have confidence and motivation require the development of individual strength of character. Therefore the Board establishes this policy: All Mary M. Knight students demonstrate the individual character qualities, emotional strength, and social skills to succeed. They understand the importance of work and how performance, effort, and decisions directly affect their future educational and career opportunities. They contribute to the betterment of school and community, and understand their responsibility to contribute to both family and society. They demonstrate knowledge and skills that reflect responsible citizenship in a democratic society.

1. Individual. All Mary M. Knight students are individuals of good character.

- a. Honesty. They do not lie, cheat or steal - through their words and deeds they merit trust.
- b. Respect. They show respect for themselves, other people, and property.
- c. Responsibility. They are responsible and accountable for their actions.
- d. Caring. They demonstrate empathy and compassion for others.
- e. Self control. They are able to control their actions.
- f. Perseverance. MMK Students regulate their emotions to handle stress, control impulses, and persevere in overcoming obstacles; achieving personal and academic goals; and expressing emotions appropriately.
- g. Self awareness. MMK students accurately assess their own feelings, interests, and strengths, maintaining a well-grounded sense of self confidence.
- h. Responsible decision making. MMK students make decisions based on factors such as ethical standards, safety concerns, social norms, respect for others, and likely consequences, and they apply those and other appropriate decision-making factors to daily situations.

2. School. All Mary M. Knight students demonstrate successful emotional and social skills within a school setting.

- a. Conflict resolution. They demonstrate an ability to avoid or resolve conflict situations.
- b. Cooperation and teamwork. They demonstrate an ability to work together.
- c. Bullying and harassment. They demonstrate an ability to resist and consistently report bullying or harassment.
- d. Leadership. They set the example, influencing others to make good choices.
- e. Inclusiveness. They are welcoming to one another, and are inclusive in encouraging one another to participate in school activities.
- f. Relationship skills. MMK students interact cooperatively with others, resist inappropriate social pressure, and deal effectively with interpersonal conflict seeking help when needed.

3. Society. All Mary M. Knight students demonstrate citizenship knowledge and skills essential to a democratic society.

- a. Rights and Responsibilities. They know and act on their rights and responsibilities as students and as citizens.
- b. Representative democracy. They demonstrate a working knowledge of America's form of self-government.
- c. Community. All Mary M. Knight students demonstrate community service.
- d. Social Awareness. MMK students are able to empathize with others, appreciate individual and group similarities and differences, and effectively use family, school, and community resources.

Adopted: April 27, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in March

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Policy Type: Ends

Positive and Challenging Environment

E-4

The Board recognizes the absolute need for an educational environment that is safe, secure, and challenging. The Board believes that such an environment facilitates an education where students feel safe to learn, safe to experiment, and safe to fail. Therefore, the Board establishes this ENDS policy: "Students first" is more than a mantra, it is what every staff member at Mary M. Knight believes and achieves every day. All Mary M. Knight staff operate their classrooms and their activities, both at school and away from school, in a manner which provides positive, enriching, and challenging activities. All Mary M. Knight staff members expect students to accomplish more than they, the students, believe they can accomplish, yet the staff balances that dictate with positive support for those students who experience difficulties in accomplishing that challenge. Mary M. Knight staff members encourage those who meet the challenge to reach ever higher, and they teach those who do not, that failure is how every one of us learns, encouraging them to keep trying. The Mary M. Knight administration directs regular assemblies that encourage staff, students, and community members to celebrate student successes of all kinds: athletics, regularly scheduled grades, science displays, math accomplishments, reading achievements, and others.

In the matter of safety, no staff member engages in, nor do they permit others to engage in acts of bullying, ridicule, name calling, or any other activity to the detriment of any individual or group, be they students or not. The Mary M. Knight administration uses a variety of tools to regularly encourage students to discuss/display/learn about the various meanings of "schools as a safe environment."

Adopted: April 27, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in June

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Policy Type: Executive Limitations

Expectations of Superintendent

EL-1

The Superintendent shall not cause or allow any practice, activity, decision, condition, procedure or organizational circumstance which is unlawful, unethical, unsafe, disrespectful, imprudent, unfair, inequitable, disruptive, undignified or in violation of contract, Board policy, or collective bargaining agreements.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in August

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Policy Type: Executive Limitations

Organizational Continuity

EL-2

In order to ensure continuity of district operations, the Superintendent shall not allow the district's leadership or any critical functions to be unprepared to respond to conditions that can stop or otherwise impede district operations: Accordingly, the Superintendent shall not fail to:

1. Ensure that at least one other executive staff member is familiar with Board and Superintendent issues and processes and is capable of assuming Superintendent responsibilities on an emergency basis.
2. Ensure that continuity of leadership exists at each level of the district's management.
3. Ensure that district plans include a projection of foreseeable disasters or emergency situations.
4. Ensure that the district tests disaster/emergency preparedness plans for their ability to assure organizational continuity.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in July

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Policy Type: Executive Limitations

Treatment of Parents, Students, and the Public

EL-3

With respect to interactions with parents, students, and the public, the Superintendent shall not fail to ensure that they are treated with respect and dignity at the district level and within each school and classroom. Accordingly, the Superintendent may not:

1. Jeopardize or neglect the protection of confidential information;
2. Fail to provide for effective handling of complaints;
3. Fail to appropriately involve parents, students, and the public in an advisory capacity in important issues which impact them directly; nor fail to provide to district advisory groups, such as those formed for curriculum, facilities, and levy/bond matters, a formal charter document advising each such group of its purpose, organization and functions.
4. Fail to take reasonable steps to inform parents, students, and the public of those policies and procedures that impact them.
5. Fail to facilitate orderly and appropriate public access to the Board, and to ensure timely and appropriate follow-up in response to expressed public input.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in August

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Policy Type: Executive Limitations

Staff Treatment

EL-4

With respect to treatment of staff, the Superintendent shall not fail to ensure that staff are treated with respect and dignity. Accordingly, the Superintendent may not:

1. Create or allow a working environment for staff that is not safe, civil or conducive to teaching and learning.
2. Fail to ensure that reasonable background inquiries and checks are made prior to hiring any personnel or approving the use of volunteers;
3. Fail to recommend only highly qualified candidates to the Board for approval of staff appointment, nor fail to actively implement the district’s affirmative action plan;
4. Operate without written personnel policies which:
 - a. Clarify personnel rules and procedures for staff;
 - b. Provide for effective handling of grievances;
 - c. Include adequate and up-to-date job descriptions for all staff positions;
 - d. Protect against discrimination, harassment, or other mistreatment.
5. Prevent employees from grieving to the Board when internal grievance procedures have been exhausted and the employee alleges that Board policy has been violated;
6. Fail to protect confidential information;
7. Fail to ensure that all staff are informed of the provisions of this policy.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in August

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Policy Type: Executive Limitations

Staff Compensation

EL-5

With respect to employment compensation and benefits for employees, the Superintendent shall not fail to employ the highest quality staff at the most reasonable cost to the district, nor jeopardize the fiscal integrity or public image of the district. Accordingly, the Superintendent may not:

1. Change his or her own compensation and benefits, as evidenced by the annual contract and district records;
2. Deviate from established fiscal accounting procedures and fiscal checks and balances applicable to all other district employees;
3. Recommend for board approval salary schedules that represent unfair or noncompetitive compensation for employees.

Adopted: August 29, 2015

Monitoring Method: Internal Report and Direct Inspection

Monitoring Frequency: Annually in April

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Policy Type: Executive Limitations

Staff Evaluations

EL-6

With respect to evaluation of employees, the Superintendent shall not cause or allow an evaluation system that does not measure employee performance in terms of achieving the Board’s Ends policies and complying with the Board’s Executive Limitations policies. Accordingly, the Superintendent may not:

1. Fail to develop and administer an evaluation system that is designed to:
 - a. Improve instruction;
 - b. Measure professional growth, development, and performance;
 - c. Document unsatisfactory performance as well as excellent performance;
 - d. Link building administrator performance with multiple measures of school performance;
 - e. Link teacher performance with multiple measures of student performance;
 - f. Assure that scheduled instructional time is used to students’ maximum advantage.
2. Fail to implement supervisory procedures for evaluators that ensure an accurate and complete evaluation of each certified or classified employee.
3. Fail to provide to the Board an annual report on the effectiveness of the evaluation system and its alignment with the Board’s Ends policies.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in July

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Policy Type: Executive Limitations

Budget Planning

EL-7

Financial planning for any fiscal year shall not deviate materially from the Board’s Ends policies, risk fiscal jeopardy to the district, or fail to be derived from a multi-year plan. Accordingly, the Superintendent may not present to the Board a recommended budget which:

1. Is not consistent with the board’s established priorities;
2. Is not in a comprehensive summary format understandable to the Board and community.
3. Fails to adequately describe major budget initiatives and funding sources;
4. Fails to compare, for each major fund type and activity, the amount of actual expenditures for the most recently closed fiscal year, budgeted expenditures for the current fiscal year, and proposed budget expenditures for the next fiscal year;
5. Fails to disclose major budget development assumptions, including anticipated changes in state funding;
6. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received or appropriated during the year unless otherwise approved by the Board in a multi-year projection;
7. Plans for the reduction, without approval of the Board, of the unreserved and undesignated general fund balance;
8. Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audits, Board and committee meetings, Board memberships and district legal fees;
9. Fails to take into consideration fiscal soundness in future years or ignores the building of organizational capabilities sufficient to achieve Ends in future years;
10. Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, and benefits.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in August

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Policy Type: Executive Limitations

Budget Execution

EL-8

With respect to execution of the budget and the actual, ongoing condition of the district’s financial health, the Superintendent shall not cause or allow a material deviation from the annual budget or budget policy adopted by the Board, cause or allow any fiscal condition that is inconsistent with achieving the Board’s Ends, or places the long-term financial health of the district in jeopardy. Accordingly, the Superintendent may not:

1. Expend more funds than are anticipated to be received in the fiscal year unless authorized by the Board through utilization of available reserves or unless resources are made available through other legal means;
2. Fail to maintain and protect the minimum maintenance of year-end general fund balance as budgeted;
3. Fail to settle payroll and debts in a timely manner;
4. Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed;
5. Fail to arrange for the state-mandated audits of all district funds and accounts, as well as the required audits of high school ASB accounts.
6. Fail to aggressively pursue receivables after a reasonable grace period;
7. Fail to keep complete and accurate financial records by funds and accounts in accordance with established fiscal accounting procedures as reflected in generally accepted accounting principles;
8. Fail to publish a financial condition statement annually as a part of the district’s annual report to the public.
9. Allow commercial entities to advertise or imply the endorsement of any product without Board approval.
10. Fail to track levy funds use / expenditures.
11. Permit levy funds to be used in violation of state law or the McCleary decision¹

Adopted: May 22, 2017

Monitoring Method: Internal Report

Monitoring Frequency: Annually in December

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¹ [McCleary v. State](#), 173 Wash.2d 477, 269 P.3d 227 (2012)

Policy Type: Executive Limitations

Facilities Program

EL-9

The Superintendent shall not fail to ensure that district facilities are adequate, safe, clean, inviting and conducive to teaching and learning. Therefore, the Superintendent may not:

1. Fail to maintain a continual five-year plan for managing and developing facilities.
2. Cause or allow actions that violate or materially deviate from voter-approved building and renovation projects, state law, state regulations, procurement code, or building codes.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in September

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Policy Type: Executive Limitations

Asset Protection

EL-10

The Superintendent shall not allow assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked. Accordingly, the Superintendent may not:

1. Fail to obtain insurance coverage against theft, casualty, and liability losses in accordance with Risk Management Pool directions;
2. Fail to take steps to ensure that a program of preventive maintenance is in place for district facilities and equipment;
3. Fail to conduct energy assessments and to make cost effective modifications which result in energy savings;
4. Recklessly expose the district, its Board, or staff to legal liability;
5. Approve any purchase in violation of the district's procurement code;
6. Fail to implement procedures to protect information, records, and files from loss or damage;
7. Receive, process, or disburse funds under controls which are insufficient under generally accepted accounting principles for governments;
8. Acquire, encumber, or dispose of real property without approval of Board;
9. Knowingly or recklessly endanger the district's public image or credibility, thereby jeopardizing the district's ability to accomplish its mission.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in September

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Policy Type: Executive Limitations

Communication and Counsel to the Board

EL-11

With respect to providing information and counsel to the Board, the Superintendent shall not fail to give the Board as much information as necessary to be adequately informed. Accordingly, the Superintendent may not:

1. Fail to submit monitoring data required by the Board in a timely, accurate, and understandable fashion, directly addressing provisions of the board policies being monitored;
2. Fail to identify reports required by State and Federal agencies, and ensure timely and accurate completion of same.
3. Fail to advise the Board in a timely manner of relevant trends, facts, information, and legal proceedings, anticipated significant media coverage, and changes in assumptions upon which Board policy has been established
4. Fail to advise the Board of changes which reasonably could be expected to substantially affect the district’s financial condition.
5. Fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board decisions;
6. Fail to advise the Board if, in the Superintendent’s opinion, the Board is not in compliance with its own policies on Governance Process and Board-Superintendent Relations;
7. Present information in unnecessarily complex or lengthy form;
8. Fail to provide a mechanism for official Board or committee communications;
9. Fail to work with the Board as a whole except when:
 - a. Fulfilling individual requests for information as long as such requests do not require a material amount of staff time or resources or are not disruptive;
 - b. Working with officers or committees duly charged by the Board;
 - c. Communicating with the Chair.
11. Fail to report in a timely manner any actual or anticipated noncompliance with any Board Ends or Executive Limitations policy;
12. Fail to supply for the consent agenda all items delegated to the Superintendent that are required by law or contract to be Board-approved, along with supporting data necessary to keep the Board informed.
13. Fail to advise and include the Board in a timely manner of any anticipated formal mass communication with the public, such as the publishing of newsletters, district newspapers, news releases, community letters, parent surveys, etc.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in December

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Policy Type: Executive Limitations

Communication With the Public

EL-12

Community/Public Relations. The Superintendent shall not fail to prepare and execute a community/public relations plan that does the following:

1. Establishes and maintains strong links with community support groups and key communicators to ensure they are kept informed and are predisposed to provide support within the community on critical district issues to include bond/levy needs;
2. Uses multiple media resources including the district website to connect with the community and provide essential information, to include:
 - a. The current year’s schedule and location of board meetings, and the meeting agenda before each scheduled board meeting,
 - b. Approved board meeting minutes,
 - c. Current governance policies and district policies/procedures, and
 - d. Contact information for elected and appointed district officials.
3. Promotes and enhances the role and public profile of the board as the district’s principal connection with the community, and the community’s voice in governing the district;
 - a. Make board member contact information available in each school office.
 - b. Display annual board agenda, including information on planned linkage meetings (purpose, date, location, procedures) on the school web site;
 - c. Inform board members of opportunities for participation in and/or attendance at community events.
 - d. Display board member names on all community-related print material.

Annual Progress Reports. The Superintendent shall not fail to present annual school and district progress reports to the public as required by law, including information about school and district strategies intended to address achievement problems and to accomplish the Board’s Ends policies;

Strategic Plan. The Superintendent shall not fail to publish a district strategic plan, describing district ends and major programs designed to achieve them, and will ensure that the plan is current and regularly used with regard to budgeting, professional development, etc.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in December

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Policy Type: Executive Limitations

Academic Standards and Practices

EL-13

The Superintendent shall not fail to ensure that the district adopts a standards-based system of instruction with a rigorous, guaranteed, and viable curriculum for specific courses of study intended to achieve the Board’s Ends policies. Accordingly, the Superintendent may not:

1. Fail to implement rigorous academic content standards that reflect evidence-based “best practices”;
2. Fail to ensure that the district works with staff, parents, students, appropriate elements of the community, and others to review and revise content standards to ensure maximum and continuing effectiveness;
3. Fail to implement a rigorous, guaranteed and viable curriculum and program of instruction aligned with Federal, state, and the district’s adopted content standards to provide students with the educational experiences needed to achieve the standards;
4. Fail to develop assessments that will adequately measure each student’s progress toward achieving the content standards;
5. Fail to ensure that parents are kept informed of current student progress toward achieving content standards and how such progress is measured;
6. Fail to ensure that all MMK SD secondary students have a High School and Beyond Education plan.

Adopted: August 29, 2015

Monitoring Method: Internal Report and Direct Inspection

Monitoring Frequency: Annually in November

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Policy Type: Executive Limitations

Academic Program

EL-14

The Superintendent shall not fail to adopt and develop an academic program for the district to enable students to meet content standards and to achieve the Board’s Ends policies. Accordingly, the Superintendent may not:

1. Fail to develop and implement an academic program that is evidence-based, provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization, as evidenced by:
 - a. Selecting and implementing programs based on thorough analysis of research data.
 - b. Providing for appropriate differentiation of instruction within adopted curriculum to ensure that all students learn.
 - c. Ensuring that all students are provided fair and equitable access to district programs and learning opportunities.
 - d. Ensuring a well-rounded and comprehensive academic and co-curricular program;
 - e. Appropriately using expert resources, staff and community members to develop the curriculum;
 - f. Considering class size and organization as important components of the education program;
2. Fail to ensure that faculty know and teach the adopted curriculum.
3. Fail to ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content, as evidenced by:
 - a. Ensuring/prioritizing adequate and appropriate instructional time for all students in the core content areas.
 - b. Increasing instructional time for students whose achievement is below grade level standards in reading, writing, and/or math.
 - c. Developing a personalized education plan for students who do not meet grade level standards in reading, writing and/or math.
 - d. Limiting such elective scheduling options as early dismissal, late arrival, assignment as a teacher’s assistant, etc. to students whose achievement is at or above grade level standards in reading, writing, and/or math.
4. Fail to report to the Board (and provide sufficient advance notice to the public on) significant changes, deletions or addition of programs and courses of study.

Adopted: August 29, 2015

Monitoring Method: Internal Report and Direct Inspection

Monitoring Frequency: Annually in November

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Policy Type: Executive Limitations

Instructional Materials Selection

EL-15

The Superintendent shall not fail to recommend to the Board for approval the instructional materials and textbooks to be used in the district. Accordingly, the Superintendent may not:

1. Fail to ensure appropriate input from the following groups as instructional materials are reviewed and selected: students, parents, teachers, administrators, and other staff members involved in developing the educational program;
2. Fail to address age-appropriateness in the use of instructional materials, to include videos;
3. Fail to ensure sufficient instructional materials to support student needs or to adjust to changes in enrollment;
4. Fail to recommend developmentally appropriate instructional materials that advance the achievement of the Board's Ends policies and contribute toward continuity, integration, and alignment of the curriculum by course and program;
5. Fail to consider the needs of all learners, including all levels of ability, when recommending instructional materials;
6. Fail to conduct a systematic review of materials on a scheduled basis;
7. Fail to develop and implement appropriate policies governing access to and utilization of electronically distributed information or to develop and implement an Internet Use Policy.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in May

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Policy Type: Executive Limitations

District Calendar

EL-16

The Superintendent shall not fail to prepare for Board adoption a district calendar for at least the current school year that provides for the number of instructional and contact hours and days determined by the state and that meets the instructional needs of students. Accordingly, the Superintendent may not:

1. Fail to provide a copy of the calendar to all parents/guardians of students enrolled in district schools;
2. Change the calendar without adequate and timely notice to students, parents, and staff;
3. Allow an imbalance to exist between the instructional needs and the extracurricular involvement of students;
4. Prepare the calendar without appropriately involving staff.
5. Prepare a calendar that does not maximize instructional time.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in April

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Policy Type: Executive Limitations

Student Conduct and Discipline

EL-17

The Superintendent shall not fail to establish a school environment that is safe, civil, and supportive, conducive to effective teaching and learning, and free from unnecessary disruption. Accordingly, the Superintendent may not:

1. Fail to adopt an age-appropriate, written, student conduct and discipline code that complies with state and federal laws, nor fail to:
 - a. Consult with staff, students, and the community in developing the code;
 - b. Establish procedures to prohibit the use of drugs, alcohol, or tobacco products on school property, at school-sponsored events, and on school buses;
 - c. Establish procedures to prohibit the presence of firearms or other dangerous weapons on school property, at school-sponsored events, and on school buses;
 - d. Establish an age-appropriate dress code that is enforced.
 - e. Establish procedures to afford students, parents, and school personnel equitable treatment and due process with regard to student conduct and discipline issues;
 - f. Establish procedures for student interrogations, searches, and arrests;
 - g. Establish procedures for written appeal to the Board from a decision to expel, suspend, or deny admission to a student;
 - h. Distribute the conduct and discipline code to each student;
 - i. Distribute to each student copies of any significant changes in the code, to include changes at the school level;
2. Fail to ensure that the code is enforced, nor fail to:
 - a. Take appropriate measures to eliminate student behavior that is deemed to be habitually disruptive of school operations or the learning process;
 - b. Identify students at risk of failure due to their conduct, and to provide interventions to help them avoid such failure;
 - c. Ensure that appropriate disciplinary information is communicated to staff members who have direct contact with students being disciplined.
3. Fail to develop a safe, civil, and supportive school environment.

Adopted: August 29, 2015

Monitoring Method: Internal Report

Monitoring Frequency: Annually in February

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Policy Type: Board-Superintendent Relations

Board/Superintendent Connection

B/SR-1

The Board's sole connection to the operational organization is the Superintendent. Members will refer to the Superintendent or his/her designated representative any compliments, complaints or criticisms about operational issues so that issues and trends can be addressed and tracked.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in December

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Policy Type: Board-Superintendent Relations

The Board Acts As a Unit

B/SR-2

Only decisions of the Board acting as an entity are binding on the Superintendent. Accordingly:

1. Decisions or instructions of individual Board members, officers, or committees are not binding on the Superintendent except in rare instances when the Board has specifically delegated such exercise of authority.
2. Individual members will not give instructions to or request work of the Superintendent except in rare instances when the Board has specifically delegated such exercise of authority.
3. Board members should refer parents, employees, and others with complaints directly to the responsible individual closest to the situation (classroom teacher, school principal, central office staff, or the Superintendent's office) and will report such contacts to the Superintendent for follow-up.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in December

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Policy Type: Board-Superintendent Relations

Accountability of the Superintendent

B/SR-3

The Superintendent is the Board's only link to the operational organization. All authority over and accountability of staff, as far as the Board is concerned, is considered to be the responsibility of the Superintendent. Accordingly:

1. The Board or individual members will never give instructions to persons who report directly or indirectly to the Superintendent.
2. The Board will not formally evaluate any staff member other than the Superintendent.
3. The Board will view successful Superintendent performance only in terms of his/her organizational accomplishment of the Board's Ends policies and compliance with the Board's Executive Limitations policies.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in December

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Policy Type: Board-Superintendent Relations

Delegation to the Superintendent

B/SR-4

The Board will instruct the Superintendent through written policies which prescribe the organizational ends to be achieved and describe organizational situations and actions to be avoided, and will allow the Superintendent to use any reasonable interpretation of those policies. Accordingly:

1. The Board will develop policies instructing the Superintendent to achieve stated results for identified recipients. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called ENDS policies.

2. The Board will develop policies which limit the latitude the Superintendent may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called EXECUTIVE LIMITATIONS policies.

3. As long as the Superintendent uses any reasonable interpretation of the Board’s Ends and Executive Limitations policies, the Superintendent is authorized, within the provisions of applicable statutes and regulations, to establish all further policies, make all decisions, take all actions, establish practices and develop all activities he/she deems appropriate to achieve the Board’s Ends policies.

4. The Board may change its Ends and Executive Limitations policies at any time, thereby shifting the boundary between Board and Superintendent domains. By doing so, the Board changes the latitude of choice given to the Superintendent. However, as long as any Board-specified delegation of authority is in place, the Board will respect and support any reasonable interpretation of its policies, even though Superintendent choices may not be the choices the Board or its members would have made.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in December

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Policy Type: Board-Superintendent Relations

Monitoring Superintendent Performance (Page 1 of 3)

B/SR-5

The Superintendent's job performance will be monitored systematically and rigorously against the two Superintendent job expectations:

1. organizational accomplishment of the Board's Ends policies, and
2. organizational operation within the boundaries established in the Board's Executive Limitations policies.

Accordingly:

1. Monitoring determines the degree to which Board policies are being met. Information that does not contribute directly to this purpose is not considered monitoring data.

2. The Board will acquire monitoring data on Ends and Executive Limitations policies by one or more of three methods:

- a. By internal report, in which the Superintendent discloses and certifies compliance information to the Board,
- b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies,
- c. By direct Board inspection, in which the Board assesses compliance with the appropriate policy criteria.

3. In every case, the standard for compliance shall be whether the Superintendent has reasonably interpreted the Board policy being monitored. The Board will make the final decision as to whether a Superintendent interpretation is reasonable, and will provide to the Superintendent, by the next meeting, a monitoring response document (B/SR-5-E-1 or B/SR5-E-2). The Superintendent will provide a scheduled ENDS presentation, talking paper, etc as he/she deems appropriate during the public portion of the meeting. The chair will openly discuss the superintendent's report with board members immediately following each such report. (These discussions can, of course, be moved to the Executive Session if specific discussion demands such.)

Scheduled EXECUTIVE LIMITATIONS reports can be included in the read-ahead materials for the scheduled meetings. They may be included in the consent agenda.

Including any input from individual board members, the chair must complete the appropriate form (B/SR-5-E-1 (ENDS) and/or B/SR5-E-2 (EXECUTIVE LIMITATIONS) sign the forms, and give them to the superintendent at the end of that meeting if possible, but not later than the next regularly scheduled meeting.

The superintendent must keep copies of the reports, as with all public documents. These documents will be the basis of the Superintendent's annual evaluation and will be referenced when that time comes.

4. All policies that instruct the Superintendent will be monitored on schedule according to a frequency and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but ordinarily will depend upon the following schedule and method:

<u>Ends Policies</u>	<u>Method</u>	<u>Frequency</u>
E-1 District Vision and Mission	Internal Report	May
E-2 Academic Competence	Internal Report	October

Policy Type: Board-Superintendent Relations

Monitoring Superintendent Performance (Page 2 of 3)

B/SR-5

E-3 Strength of Character/Contributing Citizens	Internal Report	March
E-4 Positive and Challenging Environment	Internal Report	June

<u>Executive Limitations Policies</u>	<u>Method</u>	<u>Frequency</u>
EL-1 Expectations of Superintendent	Internal Report	May
EL-2 Emergency Superintendent Succession	Internal Report	July
EL-3 Treatment of Parents, Students, and Public	Internal Report	August
EL-4 Staff Treatment	Internal Report	August
EL-5 Staff Compensation	Internal Report & Direct Inspection	April
EL-6 Staff Evaluations	Internal Report	July
EL-7 Budgeting	Internal Report	August
EL-8 Financial Administration	External Report	August
EL-9 Facilities Program	Internal Report	September

<u>Executive Limitations Policies</u>	<u>Method</u>	<u>Frequency</u>
EL-10 Asset Protecting	Internal Report	September
EL-11 Communication and Counsel to the Board	Internal Report	January
EL-12 Communication with the Public	Internal Report	January
EL-13 Academic Standards and Practices	Internal Report & Direct Inspection	November
EL-14 Academic Program	Internal Report & Direct Inspection	November
EL-15 Instructional Materials Selection	Internal Report	May
EL-16 District Calendar	Internal Report	April
EL-17 Student Conduct and Discipline	Internal Report	February

5. In conjunction with the conclusion of the Board's annual planning cycle, each January the Board will conduct a formal evaluation of the Superintendent, to be delivered to the Superintendent not later than the regularly scheduled February board meeting. The evaluation will be based upon data generated during the year in monitoring reports and Board response documents when monitoring Board Ends and Executive Limitations policies. A written evaluation document will be prepared, compiling the content of Board response documents. The Superintendent will review the document with the Board in executive session. The report will be signed by the Superintendent and the Board Chair.

The evaluation document will consist of:

1. Findings generated during the year from monitoring the Board’s policies on Ends and Executive Limitations;

2. Conclusions and policy implications as to whether each End has been achieved (or whether reasonable progress has been made toward its achievement) and whether the Superintendent has operated within the boundaries established in Executive Limitations policies;

Policy Type: Board-Superintendent Relations

Monitoring Superintendent Performance (Page 3 of 3)

B/SR-5

Nothing in this policy will be construed to imply in any manner the establishment of any personal rights not explicitly established by statute, Board policy, or contract. All employment decisions regarding the Superintendent remain within the sole and continuing discretion of the Board.

Adopted: September 28, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in January

NOTES: This policy was reviewed during the monthly meeting of 28 Sep 2015. Paragraph 3 was modified per board review to describe how the evaluations of the EL policies and the END policies will be reviewed.

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Policy Type: Board-Superintendent Relations

Annual Summative Evaluation of the Superintendent (Page 1 of 2)

B/SR 5-E

The Board’s Policy B/SR-5 provides that:

Each January, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon accumulated data derived from monitoring Board policies on Ends and Executive Limitations policies during the current year. A written evaluation document will be prepared by the Board. The Superintendent and Board will review the document in executive session.

The Board and Superintendent will conduct an informal review during the month of July.

The purpose of the annual evaluation (and review) of the Superintendent is to summarize actions previously taken by the Board as it monitored Ends and Executive Limitations policies during the year, and to draw conclusions on the basis of that on-going monitoring process relative to organizational performance and consequently the Superintendent’s performance using the following format with (appropriately) B/SR 5-E-1 or B/SR 5-E-2.

During the current year, the following Ends and Executive Limitations policies have been monitored by the Board, with acceptance of monitoring reports considered to be evidence of satisfactory organizational and Superintendent performance:

- E-1 District Mission May 20XX
- E-2 Academic Standards Oct 20XX
- E-3 Contributing Citizens Mar 20XX
- E-4 Positive and Challenging Environment June 20XX
- EL-1 Expectations of Superintendent Aug 20XX
- EL-2 Emergency Superintendent Succession July 20XX
- EL-3 Treatment of Parents, Students, and the Public Aug 20XX
- EL-4 Staff Treatment Aug 20XX
- EL-5 Staff Compensation Apr 20XX
- EL-6 Staff Evaluations Jul 20XX
- EL-7 Budgeting Aug 20XX
- EL-8 Financial Administration Aug 20XX
- EL-9 Facilities Program Sep 20XX
- EL-10 Asset Protection Sep 20XX
- EL-11 Communication and Counsel to the Board Dec 20XX
- EL-12 Communication with the Public Dec 20XX
- EL-13 Academic Standards and Practices Nov 20XX
- EL-14 Academic Program Nov 20XX
- EL-15 Instructional Materials Selection May 20XX

- EL-16 District Calendar Apr 20XX
- EL-17 Student Conduct and Discipline Feb 20XX

Policy Type: Board-Superintendent Relations

Annual Summative Evaluation of the Superintendent (Page 2 of 2)

B/SR 5-E

Findings -Ends:

Commendable indicators:

Indicators of a need for improvement:

Additional Remarks:

Findings - Executive Limitations:

Conclusions: Based upon the Board's acceptance of these reports and the on-going monitoring of the district's performance during the preceding year, the Board reaches the following conclusions relative to Superintendent performance:

Policy Implications:

Additional Remarks:

Signed: _____, Chair Date: _____

Signed: _____, Superintendent Date: _____

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

Policy Type: Board-Superintendent Relations

Monitoring Response Document (Ends)

B/SR 5-E-1

Policy Monitored: E-_____

Date Report Submitted:_____

The Board on the date shown above received and reviewed the official internal monitoring report of its policy E-__ submitted by the Superintendent. Following its review of the report, the Board concludes:

1. ____Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas:

2. ____Based upon the information provided, the Board finds that the district is making progress toward achieving the desired results called for in the relevant Ends policy, but a greater degree of progress is expected in the following specific areas:

Further action required.

3. ____Based upon the information provided, the Board finds that the Superintendent has failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant Ends policy. Accordingly, the Board determines the following action to be appropriate:

4. ____The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate:

Signed: _____, Chair

Date: _____

Signed: _____, Superintendent

Date: _____

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

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Policy Type: Board-Superintendent Relations

Monitoring Response Document (Executive Limitations)

B/SR 5-E-2

Policy Monitored: EL-_____

Date Report Submitted: _____

The Board on the date shown above received and reviewed the official internal monitoring report of its policy EL-__ submitted by the Superintendent. Following its review of the report, the Board concludes:

1. With respect to the provisions of its policy, EL-__ the Mary M. Knight SD Board of Directors concludes that the Superintendent's performance during the previous year has been

a. ___ In compliance.

b. ___ In compliance, with the following exceptions:

c. ___ Not in compliance.

2. Additional Remarks:

Signed: _____, Chair Date: _____

Signed: _____, Superintendent Date: _____

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

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Policy Type: Governance Process

Governance Commitment and Beliefs

GP-1

The Board, supporting the welfare of students, the work of staff, and the interest of the community, holds itself accountable to the citizens of the district by ensuring that all action it takes is consistent with law and the Board’s policies.

1. In the fulfillment of this charge, the Board is committed to rigorous, continual improvement of its capacity to govern effectively through policy by defining its concerns in terms of values and its vision in terms of expectations.

2. The following beliefs reflect the district’s fundamental values and character:

- a. Education is essential to quality of life.
- b. Every individual can learn.
- c. Education is essential to participatory citizenship in a democracy.
- d. Learning is a lifelong process
- e. Ability to adapt to change is essential.
- f. A shared set of basic values and ethical standards is essential to our community.
- g. A diverse population working in unity enriches a community.
- h. Integrity is essential for trust.
- i. Trust is fundamental to quality relationships.
- j. Hard work and perseverance are essential in order to maximize potential.
- k. High expectations are important for student learning.
- l. Every individual has value and is entitled to be treated with respect.
- m. Every individual has a responsibility to contribute to a safe and civil school environment.
- n. Every individual has a responsibility to family, school, and community.
- o. Every individual is responsible for his or her decisions and behavior.

3. The Board’s purpose is to assure that MMK SD achieves the results described in its Ends policies and operates within the parameters described in its Executive Limitations policies.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in July

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Policy Type: Governance Process

Governing Style

GP-2

The Board will govern with emphasis on organizational vision rather than on interpersonal relationships; encourage diversity in viewpoints; focus on strategic leadership rather than administrative detail; observe clear distinction between Board and Superintendent roles; make collective rather than individual decisions; exhibit future orientation rather than past or present; and govern proactively rather than reactively. Accordingly:

1. The Board will cultivate a sense of group responsibility. The Board will work in partnership with the Superintendent, staff, students, parents, and the community. The Board, not the Superintendent or staff, will be responsible for excellence in governing. The Board will use the expertise of individual Board members to enhance the ability of the Board as a body, but will not substitute individual judgments for the Board's collective values.
2. The Board will hold itself accountable for governing with excellence. This self-discipline will apply to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.
3. The Board will direct, control, and inspire the district through the careful establishment of written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits.
4. Continuous Board development will include orientation of candidates and new members in the Board's governance process and periodic Board discussion and evaluation of process to assure continued improvement.
5. The Board will allow no officer, individual, or committee of the board to hinder or be an excuse for not fulfilling its commitments.
6. The Board will monitor the Board's process and performance at each meeting. Self monitoring will include comparison of Board activity and discipline to policies in the Governance Process and Board-Staff Relationship categories.
7. The Board, by majority vote, may revise or amend its policies at any time. However, the norm is after review and monitoring as scheduled in GP-8-E, a proposed policy revision will be discussed at one session of the Board prior to being approved at a subsequent Board meeting. In emergency circumstances, the Board may approve a policy change without delay.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in July

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Policy Type: Governance Process

Board Job Description

GP-3

The job of the Board is to represent our community and to lead the district by determining and demanding excellent organizational performance. To distinguish the Board’s own job from the job of the Superintendent, the Board will:

1. Ensure that the Ends are the focus of organizational performance.
2. Use appropriate avenues to ensure input from students, staff, parents and the community as a means to link to the entire community.
3. Develop written board policies at the broadest levels,
 - a. Ends: Organizational products, impacts, benefits, or results for specified recipients and their relative worth (what end result is desired for whom and at what cost).
 - b. Executive Limitations: Constraints on executive authority which establish the practical, ethical and legal boundaries within which all executive activity and decision-making will take place.
 - c. Board/Superintendent Relationship: How authority is delegated and its proper use monitored; the Superintendent’s role, authority and accountability.
 - d. Governance Process: How the Board will conceive, carry out and monitor its own work.
4. Ensure Superintendent performance by monitoring Ends and Executive Limitations policies;
5. Ensure Board performance by monitoring Governance Process and Board/Superintendent Relationship policies.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in July

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Policy Type: Governance Process

Monitoring Board Governance Process and Board-Staff Relationship Policies GP-4

The purpose of monitoring the Board’s Governance Process and Board/Superintendent Relationship policies is to determine the degree to which the policies are being fulfilled. Monitoring will be as automatic as possible, using Board time effectively so that meetings can be used to create the future rather than to review the past.

These policies are monitored through Board self-assessment according to the following frequency:

Governance Process Policies	Method	Frequency
GP-1 Governance Commitment	Self-Assess	July
GP-2 Governing Style	Self-Assess	July
GP-3 Board Job Description	Self-Assess	July
GP-4 Monitoring Board Policies	Self-Assess	July
GP-5 Chair’s Role	Self-Assess	March
GP-6 Board Committee Principles	Self-Assess	March
GP-7 Committee Structure	Self-Assess	March
GP-8 Agenda Planning	Self-Assess	August
GP-9 Board Member’s Code of Conduct	Self-Assess	April
GP-10 Board Member Covenants	Self-Assess	May
GP-11 Board Member Conflict of Interest	Self-Assess	September
GP-12 Board Member Compensation and Expenses	Self-Assess	January
GP-13 Process for Addressing Board Member Violations	Self-Assess	November

Board-Superintendent Relationship Policies	Method	Frequency
B/SR-1 Board/Superintendent Connection	Self-Assess	December
B/SR-2 The Board Acts As a Unit	Self-Assess	December
B/SR-3 Accountability of the Superintendent	Self-Assess	December
B/SR-4 Delegation to the Superintendent	Self-Assess	December
B/SR-5 Monitoring Superintendent Performance	Self-Assess	February

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in July

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Policy Type: Governance Process

Annual Board Self-Evaluation (Page 1 of 2)

GP 4-E

The Board’s Policy GP-2 (Governing Style) provides that the Board will hold itself accountable for governing with excellence. This self-discipline will apply to attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.

The purpose of annual self-evaluation (and mid-year review) (See GP-6E) is to summarize actions previously taken by the Board as it monitored Governance Process and Board-Superintendent Relationship policies during the year, and to draw conclusions on the basis of that on-going self monitoring process relative to overall Board performance and consequently the Chair’s performance.

During the current year, the following Governance Process and Board-Superintendent Relationship policies have been monitored by the Board, with approval of monitoring reports considered to be evidence of satisfactory Board and Chair performance:

- | | |
|---|-----------|
| <input type="checkbox"/> GP 1 Governance Commitment | July 20XX |
| <input type="checkbox"/> GP 2 Governing Style | July 20XX |
| <input type="checkbox"/> GP 3 Board Job Description | July 20XX |
| <input type="checkbox"/> GP 4 Monitoring Board Policies | July 20XX |
| <input type="checkbox"/> GP 5 Chair’s Role | Mar 20XX |
| <input type="checkbox"/> GP 6 Board Committee Principles | Mar 20XX |
| <input type="checkbox"/> GP 7 Committee Structure | Mar 20XX |
| <input type="checkbox"/> GP 8 Agenda Planning | Aug 20XX |
| <input type="checkbox"/> GP 9 Board Member’s Code of Conduct | Apr 20XX |
| <input type="checkbox"/> GP 10 Board Member Covenants | May 20XX |
| <input type="checkbox"/> GP 11 Board Member Conflict of Interest | Sept 20XX |
| <input type="checkbox"/> GP 12 Board Member Compensation and Expenses | Jan 20XX |
| <input type="checkbox"/> GP 13 Process for Addressing Board Member Violations | Nov 20XX |
| <input type="checkbox"/> B/SR 1 Board/Superintendent Connection | Dec 20XX |
| <input type="checkbox"/> B/SR 2 The Board Acts as a Unit | Dec 20XX |
| <input type="checkbox"/> B/SR 3 Accountability of the Superintendent | Dec 20XX |
| <input type="checkbox"/> B/SR 4 Delegation to the Superintendent | Dec 20XX |
| <input type="checkbox"/> B/SR 5 Monitoring Superintendent Performance | Feb 20XX |

Remarks from Current Year’s Self-Monitoring Documents:

Findings - Governance Process:

- GP-1: Governance Commitment
- GP-2: Governing Style
- GP-3: Board Job Description
- GP-4: Monitoring Board Policies
- GP-5: Chair’s Role

- GP-6: Board Committee Principles
- GP-7: Committee Structure
- GP-8: Agenda Planning
- GP-9: Board Member's Code of Conduct

Policy Type: Governance Process

Annual Board Self-Evaluation (Page 2 of 2)

GP 4-E

- GP-10: Board Member Covenants
- GP-11: Board Member Conflict of Interest
- GP-12: Board Member Compensation and Expenses
- GP-13: Process for Addressing Board Member Violations

Findings - Board-Superintendent Relationship:

- B/SR-1: Board/Superintendent Connection
- B/SR-2: The Board Acts as a Unit
- B/SR-3: Accountability of the Superintendent
- B/SR-4: Delegation to the Superintendent
- B/SR-5: Monitoring Superintendent Performance

Conclusions: Based upon the Board's self-monitoring of its own performance during the preceding year, the Board reaches the following conclusions relative to its own and the chair's performance:

Policy Implications:

Additional Remarks:

Signed: _____, Chair

Date: _____

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in July

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Policy Type: Governance Process

Policy Monitoring Document

GP-4-E-1

Policy: _____

Date: _____

1. With respect to the provisions of its policy, _____, the Mary M. Knight SD Board of Directors concludes that its performance during the previous year has been

a. _____ In compliance

b. _____ In compliance, with the following exceptions:

c. _____ Not in compliance

2. In order to maintain its commitment to excellence in governance, to the provisions of this policy, and to improve its own performance, the Board commits to the following actions:

Signed: _____, Chair

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in July

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Policy Type: Governance Process

Board Meeting Self-Assessment (Page 1 of 3)

GP-4-E-2

The Board will use the following instrument to evaluate its performance during meetings.

Date of meeting: _____

Number of Board members present: _____

I. General meeting behavior:

Rate the Board’s meeting behavior by assigning a numerical rating using the following scale:

1 **2** **3** **4** **5**
Failing **Poor** **Satisfactory** **Good** **Commendable**

1	2	3	4	5

1. The agenda was well planned to focus on the real work of the Board.
2. The Board followed its agenda and did not allow itself to get sidetracked.
3. Board members prepared for and contributed to the meeting.
4. The meeting proceeded without interruptions or distractions.
5. The Board’s deliberations and decision-making processes were public
6. Participation was balanced. All participated; no one dominated.
7. Members listened attentively, avoiding side conversations.
8. Work was conducted in an atmosphere
9. Meeting participants treated each other with respect and courtesy.

Remarks:

II. Governance principles Self Assessment:

Were these principles followed? Mark Yes or No. For any not followed, please add remarks.

YES	NO	N/A

1. Board actions occur at the policy level rather than at the operational level.
2. The Board reviews policy about each topic before discussing that issue.
3. In writing additional policies, the Board starts with a broad statement and becomes more detailed in a logical and disciplined sequence.
4. The Board minimizes time spent monitoring past performance.
5. The Board routinely dedicates time to reviewing/improving its own process.
6. The Board clarifies priorities/values when considering potential outcomes, beneficiaries and costs of outcomes.
7. The Board follows an annual calendar based on a plan for doing its work.
8. The Board Chair helps the Board efficiently conduct its meeting
9. The Board spends most of its time deliberating issues, defining and clarifying its vision, and linking with its community, as opposed to “fixing things.”
10. The Board supports the Superintendent in any reasonable interpretation of its policies. Remarks:

Remarks:

III. Conduct Principles Self Assessment (Policy GP-9) (Page 2 of 3):

GP-4-E-2

Were these principles followed? Mark Yes or No. For any not followed, please add remarks.

YES	NO	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Members represent the interests of citizens of the entire school district. This supersedes any conflicting loyalty to other advocacy or interest groups.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Members do not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Interactions with the Superintendent or staff recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Interactions with the public/press recognize the same limitation and inability of any member to speak for the Board except to repeat Board decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Members do not publicly express individual negative judgments about Superintendent or staff performance. Any such judgments are made only by the full Board, meeting in executive session as appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Members refer to the Superintendent or to his/her designated representative any complaints or concerns about operational issues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Members maintain the confidentiality appropriate to issues of a sensitive nature, especially those discussed in executive session.

Remarks:

IV. Communication Policy Self Assessment (Policy GP-10) (Page 3 of 3): GP-4-E-2

Were these principles followed? Mark Yes or No. For any not followed, please add remarks.

YES	NO	N/A	
			1. Exercise honesty in all communication.
			2. Respect each other.
			3. Focus on issues, not on personalities.
			4. Assume and practice trust.
			5. Maintain focus on shared goals.
			6. Communicate in a timely manner to avoid surprises.
			7. Support majority decisions of the Board.
			8. Withhold judgment on issues until fully informed.
			9. Seek first to understand rather than to be understood.
			10. Criticize privately, praise publicly.
			11. Maintain confidentiality.
			12. Openly share concerns, issues, and interests.
			13. Assume a non-defensive posture, taking the initiative to communicate and ask questions for clarification.
			14. Share information and knowledge.

YES	NO	N/A	
			15. Give direction as the whole, not as individuals.
			16. Protect and promote the integrity and reputation of the district.
			17. Support the Superintendent/staff in their roles.

Remarks:

V. Overall:

1	2	3	4	5	
					1=Failing, 2=Poor, 3=Satisfactory, 4=Good, 5=Commendable

Mark the number that corresponds with your evaluation of the meeting.

Special note:

One board members shall be asked to complete this assessment instrument. The board secretary will rotate the rating board member each month according to the schedule at GP-6-E. The rater will discuss his/her ratings at the next regularly scheduled board meeting under the agenda item: board member comments.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in July

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Policy Type: Governance Process

Board Meeting Self-Assessment (Page 1 of 3)

GP-4-E-2

The Board will use the following instrument to evaluate its performance during meetings.

Date of meeting: _____

Number of Board members present: _____

I. General meeting behavior:

Rate the Board’s meeting behavior by assigning a numerical rating using the following scale:

1 **2** **3** **4** **5**
Failing **Poor** **Satisfactory** **Good** **Commendable**

1	2	3	4	5	
					1. The agenda was well planned to focus on the real work of the Board.
					2. The Board followed its agenda and did not allow itself to get sidetracked.
					3. Board members prepared for and contributed to the meeting.
					4. The meeting proceeded without interruptions or distractions.
					5. The Board’s deliberations and decision-making processes were public
					6. Participation was balanced. All participated; no one dominated.
					7. Members listened attentively, avoiding side conversations.
					8. Work was conducted in an atmosphere
					9. Meeting participants treated each other with respect and courtesy.

Remarks:

II. Governance principles Self Assessment:

Were these principles followed? Mark Yes or No. For any not followed, please add remarks.

YES	NO	N/A	
			1. Board actions occur at the policy level rather than at the operational level.
			2. The Board reviews policy about each topic before discussing that issue.
			3. In writing additional policies, the Board starts with a broad statement and becomes more detailed in a logical and disciplined sequence.
			4. The Board minimizes time spent monitoring past performance.
			5. The Board routinely dedicates time to reviewing/improving its own process.
			6. The Board clarifies priorities/values when considering potential outcomes, beneficiaries and costs of outcomes.
			7. The Board follows an annual calendar based on a plan for doing its work.
			8. The Board Chair helps the Board efficiently conduct its meeting
			9. The Board spends most of its time deliberating issues, defining and clarifying its vision, and linking with its community, as opposed to “fixing things.”
			10. The Board supports the Superintendent in any reasonable interpretation of its policies. Remarks:

Remarks:

III. Conduct Principles Self Assessment (Policy GP-9) (Page 2 of 3):

GP-4-E-2

Were these principles followed? Mark Yes or No. For any not followed, please add remarks.

YES	NO	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Members represent the interests of citizens of the entire school district. This supersedes any conflicting loyalty to other advocacy or interest groups.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Members do not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Interactions with the Superintendent or staff recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Interactions with the public/press recognize the same limitation and inability of any member to speak for the Board except to repeat Board decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Members do not publicly express individual negative judgments about Superintendent or staff performance. Any such judgments are made only by the full Board, meeting in executive session as appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Members refer to the Superintendent or to his/her designated representative any complaints or concerns about operational issues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Members maintain the confidentiality appropriate to issues of a sensitive nature, especially those discussed in executive session.

Remarks:

IV. Communication Policy Self Assessment (Policy GP-10) (Page 3 of 3): GP-4-E-2

Were these principles followed? Mark Yes or No. For any not followed, please add remarks.

YES	NO	N/A	
			1. Exercise honesty in all communication.
			2. Respect each other.
			3. Focus on issues, not on personalities.
			4. Assume and practice trust.
			5. Maintain focus on shared goals.
			6. Communicate in a timely manner to avoid surprises.
			7. Support majority decisions of the Board.
			8. Withhold judgment on issues until fully informed.
			9. Seek first to understand rather than to be understood.
			10. Criticize privately, praise publicly.
			11. Maintain confidentiality.
			12. Openly share concerns, issues, and interests.
			13. Assume a non-defensive posture, taking the initiative to communicate and ask questions for clarification.
			14. Share information and knowledge.

YES	NO	N/A	
			15. Give direction as the whole, not as individuals.
			16. Protect and promote the integrity and reputation of the district.
			17. Support the Superintendent/staff in their roles.

Remarks:

V. Overall:

1	2	3	4	5

1=Failing, 2=Poor, 3=Satisfactory, 4=Good, 5=Commendable

Mark the number that corresponds with your evaluation of the meeting.

Special note:

One board members shall be asked to complete this assessment instrument. The board secretary will rotate the rating board member each month according to the schedule at GP-6-E. The rater will discuss his/her ratings at the next regularly scheduled board meeting under the agenda item: board member comments.

Submitted by _____ Date _____

Policy Type: Governance Process

Chair’s Role

GP-5

The Chair of the Board ensures the integrity of the Board’s processes and normally serves as the Board’s official spokesperson. Accordingly, the Chair has the following authority and duties:

1. Monitor Board behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization;
 - a. Conduct and monitor Board meeting deliberations to ensure that only Board issues, as defined in Board policy, are discussed;
 - b. Ensure that Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point;
 - c. Chair Board meetings in accordance with law and Robert’s Rules of Order ;
 - d. Provide a means of collecting and monitoring data from all board members, collate and present data to the board for discussion and action.
2. Make all interpretive decisions that fall within the topics covered by Board policies on Governance Process and Board/Superintendent Relationship, except where the Board specifically delegates such authority to others, using any reasonable interpretation of the provisions in those policies;
 - a. Refrain from making any interpretive decisions about policies created by the Board in the Ends and Executive Limitations policy areas;
 - b. Refrain from exercising any authority as an individual to supervise or direct the Superintendent;
3. Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the Chair, delegating this authority to other Board members when appropriate, but remaining accountable for its use;
4. With the Superintendent, plan and approve the meeting agenda.
5. When necessary, sign documents as required by law and authorized by the Board;
6. Appoint members to Board-approved subcommittees with input from the Board.

In the absence or inability of the Chair, the Vice Chair shall have all of the powers and duties of the Chair.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in March

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Policy Type: Governance Process

Agenda Planning

GP-6

To accomplish its stated objectives, the Board will follow an annual schedule which includes continuing review, monitoring and refinement of Ends policies and continually improves Board performance through education and enriched input and deliberation. Accordingly:

1. The planning cycle will begin each year in July in order that administrative decision-making and budgeting can be based on accomplishing a one-year segment of the Board’s most recent statement of long-term Ends.
2. The planning cycle will start with the Board’s development of its schedule for the next year:
3. The Board will meet at least once a month to conduct a business meeting, with work sessions scheduled as needed.
4. Guided by the annual board agenda, the Board chair and Superintendent, with input from Board members and the public, will set the agenda for Board meetings. The agenda will be based upon the Board’s annual schedule (GP-8-E). Agenda items will be numbered in sequence, with estimated start time and applicable policy references.
5. The consent agenda enables the board to efficiently deal with matters that have been delegated to the Superintendent, but by law must be approved by the Board. Throughout the year the Board will attend to consent agenda items as expeditiously as possible.
 - a. Items routinely assigned to the consent agenda include meeting minutes, personnel actions, business transactions, expense vouchers, gifts, travel requests, textbook adoption, intergovernmental agreements, and monitoring reports for Executive Limitations policies.
 - b. An item may be removed from the consent agenda only upon approval of a majority of the Board. Executive Limitations monitoring reports will be pulled for discussion only if members have concerns about reasonable interpretation or compliance, or if the Superintendent and Board Chair determine the full Board needs information concerning new programs or problem areas.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in August

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Policy Type: Governance Process

GP-6-E, Annual Board Agenda

GP-6-E

Review Month	GP	BFR	IE	ENDS	LINKAGE	BOARD DEVELOPMT	OTHER	BOARD EVALUATOR
JULY	1,2,3,4		2,6			BOARD RETREAT	SUPERINTENDENT INFORMAL REVIEW	District 1 Messman
AUG	6		1,3,4,7					Dist 2 Donnelly
SEP	9		9,10		PTO		STAFF DAY	District 3 Johnson
OCT				2		WSSDA REGIMTG BOARD ANNUAL SELFEVAL		At Large 1 Valley
NOV	11		13,14		EMERGENCY MGT	WSSDA CONF		At Large 2 Adsero
DEC		1,2,3,4	8,11,12			BOARD ORIENTAT		District 1 Messman
JAN	10				FOOD BANK		SUPERINTENDENT ANNUAL REVIEW	District 2 Donnelly
FEB		5	17					Dist 3 Brehmeyer
MARCH	5			3	OTF	WSSDA REGIONAL MEETING		At Large 1 Valley
APR	7		5,16			NSBA CONF		At large 2 McLean
MAY	8		15	1	CIE ADVISORY	BOARD INFORMAL SELFEVAL		District 1 Calahan
JUNE	12			4			GRADUATION	District 2 Donnelly

NOTE: EVERY MONTH REQUIRES A SELF EVALUATION [PER GP4-E-2](#)

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in August

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Policy Type: Governance Process

GP-6-E, Annual Board Agenda

GP-6-E

Month						DEVELOPMT		EVALUATOR
JULY	1,2,3,4		2,6			BOARD RETREAT	SUPERINTENDENT INFORMAL REVIEW	District 1 Callahan
AUG	6		1,3,4,7		PTO		Staff Welcome and First Day of School	Dist 2 Donnelly
SEP	9		9,10		MMKEA and MMKPSE association presidents			District 3 Brehmeyer
OCT				2	7-12 Staff	WSSDA REG MTG BOARD ANNUAL SELFEVAL		At Large 1 House
NOV	11		13,14		ASB	WSSDA CONF		At Large 2 McLean
DEC		1,2,3,4	8,11,12			BOARD ORIENTAT		District 1 Callahan
JAN	10						SUPERINTENDENT ANNUAL REVIEW	District 2 Donnelly
FEB		5	17					Dist 3 Brehmeyer
MARCH	5			3	OTF	WSSDA REGIONAL MEETING		At Large 1 House
APR	7		5,16		K-6 Staff	NSBA CONF		At large 2 McLean
MAY	8		15	1		BOARD INFORMAL SELFEVAL		District 1 Calahan
JUNE	12			4	Athletics		GRADUATION	District 2 Donnelly

NOTE: EVERY MONTH REQUIRES A SELF EVALUATION [PER GP4-E-2](#)

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in August

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Policy Type: Governance Process

Linkage Plan

GP-6-E-1

To increase the board’s access to the community, the board commits to “link” with the community at a variety of its meetings and activities. Toward that end, we will target individual community members and a diverse array of local organizations, seeking out opportunities on their “own turf” as well as at board meetings to solicit their views about desired results for our students.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in August

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Policy Type: Governance Process

Linkage Response Document

GP-6-E-2

1. With respect to the provisions of its policy, GP-6-E-1, the Mary M. Knight Board of Directors linked with its community of “owners” on _____ (date).

2. Following this linkage opportunity, board members responded as follows:

-
-

Signed: _____, Chair

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in August

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Policy Type: Governance Process

Board Members' Code of Conduct

GP-7

The Board commits itself and its members to ethical, businesslike and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members. The Board acting in its legislative capacity shall have the authority and responsibility to interpret and apply these standards of conduct. Accordingly:

1. Board members will represent the interests of the citizens of the entire school district. This accountability to the whole district supersedes any conflicting loyalty to other advocacy or interest groups or membership on other boards or staffs or the personal interest of any Board member who is also a parent of a student in the district, or a relative or significant other of an employee of the district.

2. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.

a. Members' interaction with the Superintendent or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.

b. Members' interaction with the public, press or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly stated Board decisions.

c. Members will not publicly express individual negative judgments about Superintendent or staff performance. Any such judgments of Superintendent or staff performance will be made only by the full Board, meeting in executive session as appropriate.

d. Members will refer to the Superintendent or to his/her designated representative any complaints or concerns about operational issues.

3. Board members shall maintain the confidentiality appropriate to issues of a sensitive nature, especially those discussed in executive session.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in April

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Policy Type: Governance Process

Board Members' Covenants

GP-8

In order to build and maintain productive and effective relationships, Board members shall establish a system of communication that builds upon mutual respect and trust. Accordingly, members will:

1. Exercise honesty in all communication.
2. Respect each other.
3. Focus on issues, not on personalities.
4. Assume and practice trust.
5. Maintain focus on shared goals.
6. Communicate in a timely manner to avoid surprises.
7. Support majority decisions of the Board.
8. Withhold judgment on issues until fully informed.
9. Seek first to understand rather than to be understood.
10. Criticize privately, praise publicly.
11. Maintain confidentiality.
12. Openly share concerns, issues, and interests.
13. Assume a non-defensive posture, taking the initiative to communicate and ask questions for clarification.
14. Share information and knowledge.
15. Give direction as the whole, not as individuals.
16. Protect and promote the integrity and reputation of the district.
17. Support the Superintendent/staff in their roles.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in May

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Policy Type: Governance Process

Board Members' Covenants

GP-8

In order to build and maintain productive and effective relationships, Board members shall establish a system of communication that builds upon mutual respect and trust. Accordingly, members will:

1. Exercise honesty in all communication.
2. Respect each other.
3. Focus on issues, not on personalities.
4. Assume and practice trust.
5. Maintain focus on shared goals.
6. Communicate in a timely manner to avoid surprises.
7. Support majority decisions of the Board.
8. Withhold judgment on issues until fully informed.
9. Seek first to understand rather than to be understood.
10. Criticize privately, praise publicly.
11. Maintain confidentiality.
12. Openly share concerns, issues, and interests.
13. Assume a non-defensive posture, taking the initiative to communicate and ask questions for clarification.
14. Share information and knowledge.
15. Give direction as the whole, not as individuals.
16. Protect and promote the integrity and reputation of the district.
17. Support the Superintendent/staff in their roles.
18. Comply with Board Operating Protocol

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in May

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Policy Type: Governance Process

Board Members Conflict of Interest (Page 1 of 2)

GP-9

Public office represents a trust created by the confidence the voters hold in the integrity of local government officials for the common good of the people. It is the expectation of the Board that all Board members operate under the highest ethical standards.

For purposes of this policy, a conflict of interest is considered to exist whenever a board member is or may reasonably appear to be in a position to request or receive, directly or indirectly, anything of value for or on account of his or her influence as a member of the Board of Directors.

1. The board shall not hire any of its members as employees of the district. This does not preclude the district from hiring board members or contracting with board members so long as such actions are in strict compliance with RCW 42.23.030 (Conflicts of Interest) with consideration given to those exceptions granted to small (less than 200 students) schools.

2. A Board member may not cause or take action to advance the employment, appointment, promotion, transfer, or advancement of a family member to a position in the District. Similarly, a Board member may not participate in an action relating to the discipline of the Board member's family member.

3. A Board member who, in the discharge of his/her official responsibilities, is required to take an action or make a decision which affects an economic interest of the Board member, a member of the Board member's immediate family, an individual with whom the Board member is associated, or a business with which the Board member is associated shall provide to the Board Chair a statement which describes the matter requiring action and the nature of the Board member's potential conflict of interest with respect to the action or decision. The Chair shall cause the statement to be documented in the minutes and shall require the member to be excused from any votes, deliberations, and other actions on the matter on which the potential conflict of interest exists and shall cause such disqualification and the reasons for it to be noted in the minutes.

4. The Board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest unless the contract is awarded to the lowest responsible bidder based on established competitive bidding procedures, and the Board member performs no official function regarding the contract.

5. Members may be reimbursed for authorized expenses in carrying out Board duties, and may receive compensation for their services only as provided for in [Policy GP-10](#) (Board Member Compensation and Expenses).

6. A Board member must avoid conflict of interest with respect to his or her fiduciary responsibility. Accordingly, a Board member will not:

a. Disclose or use confidential information acquired in the performance of official duties to substantially further the Board member's own personal financial interests;

b. Use the Board member's position for personal financial gain;

- c. Solicit, accept, or receive any gift, which would tend to improperly influence a reasonable person in that position or which the Board member knows or should know is primarily for the purpose of a reward for official action taken;
 - d. Solicit, accept, or receive any gift from companies doing business with the District;
 - e. Accept anything of value for speaking before a public or private group when acting in an official capacity as a Board member;
 - f. Engage in a substantial financial transaction for private business purposes with employees of the District;
 - g. Perform an official act which directly confers an economic benefit on a business or other undertaking in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative, or agent;
 - h. Use District personnel, equipment, or materials in an election campaign.
7. It is permissible for a board member to receive:
- a. Campaign contributions and contributions in kind which are reported;
 - b. An occasional nonpecuniary gift which is less than \$50 in value, in recognition of public service;
 - c. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting in which the Board member participates in his/her official capacity as a Board member; and
 - d. A meal provided in conjunction with a speaking engagement where all participants are entitled to the same meal and the meal is incidental to the speaking engagement

Adopted: Sep 28, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in September

NOTES: This policy was reviewed during the regular board meeting of Sep 28, 2015. Paragraph 1 was amended to add clarity that the board doesn't hire staff. The district does, and may hire board members in accordance with all RCWs.

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Policy Type: Governance Process

Board Member Compensation and Expenses

GP-10

The Board wishes to demonstrate judicious stewardship of the public funds entrusted to its care, while acknowledging the costs in both time and money of Board service. Board members shall be compensated for expenses incurred in performing their responsibilities, and may receive limited compensation as allowed by law for time devoted to Board service.

1. Board members shall have reimbursable out-of-district travel pre-authorized by one of the following persons: Board President or Vice-President. Pre-authorization is not required for in-state attendance of meetings or training sessions sponsored by the Washington State School Directors Association (WSSDA).

2. When Board members incur expenses in carrying out their responsibilities as Board members, they may be reimbursed in accordance with School District procedures.

3. Failure to comply with procedures in this policy will be cause for disapproval of travel, loss of use of the credit card during the subsequent year, and/or loss of the unclaimed compensation after the close of the fiscal year.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in January

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Policy Type: Governance Process

Process for Addressing Board Member Violations

GP-11

The Board and its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a member's violation of policy, the Board may seek remedy by the following process:

1. Conversation in a private setting between the offending member and the Board Chair or other individual member;
2. Discussion in a private session between the offending member and the Board (as permitted by law);
3. Removal of the offending member from a committee or other Board-designated responsibility, if appropriate;
4. Public censure of the offending member of the Board;
5. In cases of nonattendance, declaration of vacancy of the seat in accordance with law.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in November

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Policy Type: Governance Process

Administrative Requirements for Board Meetings

GP-12

Every board meeting requires quite specific reports, evaluations, and monitoring documents. For example the month of July requires:

- A board self assessment of GP1 and the board provided monitoring document per GP4E1.
- A board self assessment of GP2 and the board provided monitoring document per GP4E1.
- A board self assessment of GP3 and the board provided monitoring document per GP4E1.
- A board self assessment of GP4 and the board provided monitoring document per GP4E1.
- A superintendent-provided report on organizational continuity per EL-2.
- A superintendent-provided report on staff evaluations per EL-6.
- A board-provided monitoring response document for EL-2 per B/SR5-E-2.
- A board-provided monitoring response document for EL-6 per B/SR5-E-2.
- An annual review of board procedures and practices per GP4-E.
- A (monthly) meeting self assessment per GP4-E-2
- A summarized (by the chair) monitoring document of E4 reported by the Superintendent during the meeting in June

It is incumbent upon the Board as an entity to be diligent in these duties as a constant reminder of the Board's focus on organizational vision and its accountability to the citizens of the district. The performance of these duties in the public arena will ensure that the community is aware of exactly how seriously the Board takes these duties.

It is incumbent upon the superintendent and the chair to fulfill their administrative duties, meeting in advance to ensure the agenda is complete according to these Board policies and that all required documents are prepared and available.

Adopted: August 29, 2015

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in June

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